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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with the following topics: (1) communication training for adolescents and their teachers; (2) faculty career paths in speech communication; (3) student self-concept modification in communication courses; (4) communication of training for first line skills managers in Oklahoma organizations represented by members of the American Society for Training and Development; (5) structure and responsivity in interviewing behaviors; (6) Marjorie Gullan--a speech teacher, lecturer, public reader, and pioneer in choral speaking; (7) effects of expectancy messages, locus of control, and gender upon perceived communication apprehension and assertiveness; (8) the speech communication methods course with implications for use in teacher preparation programs in the United States; (9) the actual and ideal status of undergraduate business communication instruction; and (10) the effects of vividness of imagery and training technique on the learning of communication skills. (HOD)

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Buckley, David Cornelius
FACULTY CAREER PATHS IN SPEECH COMMUNICATION

Harper, Vera Jean
THE ACTUAL AND IDEAL STATUS OF UNDERGRADUATE BUSINESS COMMUNICATION INSTRUCTION

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COMMUNICATION TRAINING FOR ADOLESCENTS AND THEIR TEACHERS

Order No. DA8326850

BERGESON, MARY ALICE, PH.D. *University of Washington*, 1983. 147pp. Chairperson: Professor Rosemarie McCartin

The purpose of this study was to develop, implement, and evaluate a communication training program for a system of people who communicate together, middle school students and their teachers. Eighteen students and eight teachers were given 22½ hours of training in communication cognition and behavior, and sixteen students and nine teachers served as a control group who were trained after the experiment ended. Training included modeling, role playing, feedback, journal keeping, videotape recording and replay, and group work. Key program elements were: training teachers and students together; creating videotape models as an instructional method; teaching a small number of concepts; and using small groups to simulate middle schools. Content was developed from communication concepts summarized by Allen and Brown (1976), Wiemann and Backlund (1980), and McCroskey (1982). Subjects completed written and videotaped assessments before and after treatment. A quasi-experimental nonequivalent control group design was followed. Analyses of covariance were performed, with pretest score as covariate, and posttest score as the dependent variable. The experimental group demonstrated significantly improved cognitions and behavior compared to the control group. The experimental students demonstrated both improved cognitions and behavior, while experimental teachers demonstrated improved cognitions, when compared to their control group. Results confirmed the hypotheses that the system receiving training would improve their communication cognitions and behavior. Results are discussed in terms of the efficacy of brief training programs; the role of teachers in the program; the control group training as a pilot program; and the usefulness of teaching few, general concepts.

FACULTY CAREER PATHS IN SPEECH COMMUNICATION

Order No. DA8326513

BUCKLEY, DAVID CORNELIUS, PH.D. *Southern Illinois University at Carbondale*, 1984. 305pp. Major Professor: Stanley Deetz

This study examined the general problem of defining characteristics of careers of speech communication college and university faculty, factors which influence academic job change, job selection, the job-to-job career path transitions during an academic career, and other aspects of long term career development.

A survey questionnaire was mailed to a sample of college and university full-time academic speech communication faculty in the United States, based on a random selection from among members of the Speech Communication Association.

The author concluded that it is possible to provide categorizations of employment conditions for academic jobs apart from the typical subject orientations of faculty and teaching positions. Using factor analysis on variables concerning department demographics, reward systems, faculty time allocation, etc. seven major factors were determined. The clearest emerging factor was that of the active researcher, although other non-researching stereotypes were identified.

To analyze career progression and career paths, this study used a modified version of lag sequential analysis. Five major paths of career-length duration were identified, based on the type and size of college where employed in teaching. These significant, nontrivial job sequences accounted for between 35 and 50% of all job sequences (depending on the unit of career measured). A major conclusion was that jobs in speech are defined by stability, when job changes occur most likely the change will be to another job of similar type and to work in a similar environment.

Third, in determining career orientations and possible job changes, several consistent variables appeared. Although the majority of the profession choose their doctoral program and made their career choice based on "professional" reasons such as school reputation, personal academic recommendations, intellectual lifestyle, etc., they inconsistently choose their current job and would choose their next job based on "nonprofessional" reasons. Location of employment was the single dominant factor which would determine next (as well as had determined their current) jobs.

Finally, in a partial test of Daniel Levinson's theory that life stages affect career tasks and personal development, a series of self-reports of career attitudes and behaviors were tested against predicted age-linked response hypotheses. There was strong, although qualified, support for the Levinson thesis. Eleven of the seventeen variables, and all of the age groupings, confirmed predicted relationships between career phenomena and age.

THE ACTUAL AND IDEAL STATUS OF UNDERGRADUATE BUSINESS COMMUNICATION INSTRUCTION

Order No. DA8403792

HARPER, VERA JEAN, PH.D. *Arizona State University*, 1983. 158pp.

The purpose of this study was to determine the actual and ideal status of business communication instruction at the undergraduate level; and, as a result, provide impetus and a foundation for curriculum development, improvement, and/or changes in the area of business communication.

A review of literature showed that studies had been conducted to determine the current status of business communication instruction and on perceptions of business communication. The study sought to combine these two areas by presenting the current status, "what is" and perceptions of the ideal status, "what should be."

Previous studies and articles indicated a need for broader curricular offerings. Since no studies could be found that addressed the issue of this particular study, a survey instrument was developed to study all possible courses presently being offered as well as those courses that should be offered in the area of business communication. Additional information was sought to determine whether institutions were giving students the options of obtaining either a major, minor, or concentration in the area of business communication.

The population for this study was institutions in the United States holding membership in the National Association for Business Teacher Education (NABTE).

The findings showed that there is a significant difference in what is being offered and opinions of what should be offered. Based on the findings of the study, some of the conclusions drawn were: (1) Business educators are not in agreement on the number of courses needed in business communication nor on the specific titles of these courses. (2) Classes of 25 or fewer students are preferred by most respondents. (3) The realization that some institutions are providing additional options that equip students with communication skills that meet the needs of business and industry may provide incentive for other institutions to consider changes in present offerings.

Major recommendations made based on the findings and conclusions are: (1) More business communication courses should be offered. (2) NABTE member institutions should consider additional curricular options for their students.

STUDENT SELF-CONCEPT MODIFICATION IN COMMUNICATION COURSES: AN EXPLORATION OF THE SOURCES OF CONFLICTING FINDINGS

Order No. DA8407583

NEWBURGER, CRAIG ALAN, PH.D. *Purdue University*, 1983. 82pp. Major Professor: Ralph Webb, Jr.

Strong theoretical support exists that student self-concept modification should be stimulated by experience in a basic speech course. Collectively, the findings of studies pertaining to student self-concept modification in communication courses (SSCMCC) are contradictory. The purpose of this study is to identify the sources of the inconsistencies in the previous findings. This goal is accomplished through the review and analysis of SSCMCC and related "self" literature. Four hypotheses that emerge from the review are presented and tested (different kinds of training affect student self-concept in different ways; scale bias affects measurement of student self-concept; male and female self-concepts change differently; course grade affects student self-concept). Four different

instruments are administered among subjects drawn from communication, freshman English, psychology, and biology courses. Of the four sections of each course sampled, two sections respond to two scales--one measuring general self-concept and the other measuring self-concept as a communicator. The remaining two sections respond to two different instruments measuring the same variables. The findings of this study demonstrate the difficulty of isolating experience in individual courses as a source of self-concept change. The findings further suggest that self-concept change is dynamic and should be studied as an individual phenomenon. Finally, the findings suggest that future SSCMCC research might focus on the development of instruments emphasizing criterion validity. The assessment of how student self-concept scores predict student speech communication capabilities, leading to the development of specific self-concept enhancement instructional strategies that build better communicators would be the intention of such research.

A STUDY OF COMMUNICATION TRAINING FOR FIRST-LINE MANAGERS IN OKLAHOMA ORGANIZATIONS REPRESENTED BY MEMBERS OF THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

Order No. DA8325846

REED SEYMOUR, WANDA SUE, ED.D. *Oklahoma State University*, 1983. 118pp.

Scope of Study. A mail questionnaire was sent to ASTD members representing 143 Oklahoma organizations. A 72 percent response rate provided data related to the 16 specific research questions. These relationships were examined through simple frequency tables and contingency table analysis.

Findings and Conclusions. The study provided support for emphasis on communication training. Training is provided in 76 percent of the organizations surveyed. Seventy-four percent of the respondents estimated their first-line managers spend over 50 percent of their time communicating. However, there was little relationship between time spent communicating and proportion of training devoted to communication. Most organizations, regardless of management styles, put emphasis on communication skills. The primary differences were where the emphasis is placed--selection, appraisal, or training.

A stronger relationship existed between training offered and perceived importance of that training than exists between training offered and troublesome communication activities. Group training, on-site, conducted by company trainers, was the most common delivery method. Role playing was considered the most effective technique for developing oral skills. Preparing and analyzing written material were the most useful techniques for written communication training.

A strong relationship existed between objective criteria used to measure effectiveness of training and the perceived importance of that criteria. However, most of the subjective criteria used was not perceived as important effectiveness measures.

Seventy-four percent of the respondents considered communication training for first-line managers as very or moderately effective. All but four percent were actively involved in training; therefore, the study should indicate a realistic assessment of the current status of first-line communication training in Oklahoma.

STRUCTURE AND RESPONSIVITY: AN EXPLORATORY STUDY OF INTERVIEWING BEHAVIORS

ROTHERY, MICHAEL ALEXANDER, PH.D. *University of Toronto (Canada)*, 1983.

The purpose of this exploratory study was to determine what changes occurred with respect to two dimensions of students' interviewing behavior while they participated in a course designed to teach interviewing skills, to see if such change is temporally and transcontextually stable, and to determine the impact of the dimensions on general ratings of practice effectiveness.

The two dimensions of interviewing chosen for this study were "structure" and "responsivity." They were each regarded as constructs, to be measured via reliable indicators. For each construct, two indicators were identified: "specificity" and "guidance" are indicative of structure, while "stimulus-response congruence/relevance" and "comprehensiveness" indicate responsivity.

Measures were developed to assess students' interviewing prior to training, immediately after training, and several weeks after training. Analysis of the data collected indicate significant changes in interviewing behaviors during training, but do not demonstrate retention of such behaviors nor their transfer to different interviewing contexts. A number of questions relevant to further research and to educational programming were raised in the discussion of these results.

MARJORIE GULLAN: SPEECH TEACHER, LECTURER, PUBLIC READER, AND PIONEER IN CHORAL SPEAKING

Order No. DA8400140

SHIELDS, RONALD EUGENE, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1983. 293pp. Supervisor: Professor Francine Merritt

Historians of oral interpretation and speech education acknowledge Marjorie Gullan as a pioneer figure. However, they limit their discussion to Gullan's activities as a pioneer in popularizing choral speaking and neglect her other professional involvements as a speech teacher, lecturer, and public reader. This study traces Gullan's career from the earliest years in Scotland to her death, and illustrates the interdependence between her experiences as a speech teacher and her experiments with choral speaking as an educational and artistic technique.

Born in the late nineteenth century, Gullan witnessed the waning days of elocution, and throughout her lengthy career, which extended into the 1950's, she encouraged the revival of verse-speaking and the inclusion of speech courses as part of the standard curriculum in the public schools and teacher training institutions. As the author of eight textbooks and anthologies; a pioneer and practitioner of choral speaking with the Glasgow Nightingales and the London Verse Speaking Choir; the sponsor of a professional speech journal entitled *Good Speech* and later called *Speech News*; the president of the Speech Fellowship, an association formed to promote speech training in the schools; a popular lecturer and public reader; and a successful

EFFECTS OF EXPECTANCY MESSAGES, LOCUS OF CONTROL, AND GENDER UPON PERCEIVED COMMUNICATION APPREHENSION AND ASSERTIVENESS

Order No. DA8327892

SOARES, ERIC JOHN, PH.D. *Bowling Green State University*, 1983. 145p.

This study measured three areas of communication apprehension and assertiveness perception: manipulated expectancy messages, locus of control orientation, and gender differences.

Undergraduate students in six waves of a large lecture basic speech course (N = 658) completed an instrument package containing the I-E scale, the PRCA-24 scale, and the Rathus Assertiveness Schedule (RAS). These measure locus of control, communication apprehension, and assertiveness, respectively. Written expectancy messages concerning students' knowledge and expected rating of self-communication were randomly inserted after the I-E scale. The expectancy messages reflected three treatment conditions: positive, neutral, and negative.

Three primary hypotheses were generated. (H1) Subjects receiving a positive message or a negative message (and who perceive themselves as internally controlled) will rate themselves as lower in communication apprehension and higher in assertiveness than subjects receiving a neutral message. (H2) Internals will rate themselves as lower in communication apprehension and higher in assertiveness than externals. (H3) Gender differences will obtain on the RAS and the PRCA-24. MANOVA and multiple discriminant analyses tested hypotheses.

Hypothesis one was not supported. Hypotheses 2 and 3 were supported. Canonical correlation revealed a significant inverse relationship between communication apprehension and assertiveness.

Findings were discussed and related to theory. Limitations were noted and suggestions for future research were made.

BRIDGING THE CHASM: AN INVESTIGATION OF THE SPEECH COMMUNICATION METHODS COURSE WITH IMPLICATIONS FOR USE IN TEACHER PREPARATION PROGRAMS IN THE UNITED STATES Order No. DA8329877

SWINTON, MARILYN MAE JOHNS, PH.D. *The University of Texas at Austin*, 1983. 225pp. Supervising Professor: Jack Whitehead

The speech communication methods course is a pivotal link between basic subject matter knowledge and the critical teaching competencies which enable the prospective teacher to adapt to today's schools. This research study investigated information and opinions concerning the speech communication methods course through a nationwide survey of 85 college/university teacher educators and 74 inservice secondary teachers representing 40 states. A two-part questionnaire which examined what *is*, *was*, and *should be* covered in the methods course, the survey had a total return rate of 49.3% with 159 responses considered valid replies. Areas covered by survey items were (1) status of course, (2) correlate courses in the teaching specialization and professional education sequence, (3) content, (4) basic philosophy, (5) procedures and structure, (6) instructional activities, (7) textbooks, and (8) instructor data. Several open-ended questions elicited opinions concerning the adequacy, innovative activities, and suggested improvements of the course. Results of the survey would indicate that the methods course (1) is required by most speech departments; (2) is one semester long, offering three credit hours; (3) usually covers theatre areas as well as speech; (4) emphasizes as major units or correlate courses fundamentals of speech, public speaking, interpersonal communication, argumentation and debate, group discussion, and co-curricular activities in forensics, debate, and drama; (5) uses multiple field-based activities; (6) utilizes "how-to" methodologies rather than theoretical philosophies; (7) emphasizes designing of units, utilizing a variety of strategies and skills, and developing criteria for textbooks; (8) has a diversity of major and educational courses as correlates; and (9) is usually taught by a male, tenured, full-time professor with a Ph.D. A significant disparity of opinions was indicated in 24 areas, notably (1) the secondary experience and awareness of the methods course instructor and (2) the degree of theoretical emphasis in the course. The results of this study may have an impact on the upgrading of this critical component in the preparation of future speech communication teachers.

THE EFFECTS OF VIVIDNESS OF IMAGERY AND TRAINING TECHNIQUE ON THE LEARNING OF COMMUNICATION SKILLS

Order No. DA8322849

WESTERMAN, KAREN HUTCHISON, PH.D. *Indiana State University*, 1983. 148pp. Director: Reese Chaney

The purpose of this study was to compare covert and overt conditioning techniques and to determine whether imaging ability affects learning of communication skills. Two questions were posed: (a) How do overt techniques (role play and video-taped modeling) compare to covert techniques (guided imagery) in the learning of communication skills? (b) How do vivid imagers compare to weak imagers in the learning of communication skills when the training is overt and when the training is covert?

The Vividness of Visual Imagery Questionnaire was used to select weak and vivid imagers. Subjects participated in four hours of communication skill training. Half of the subjects were randomly assigned to overt training, which included traditional behavioral procedures of modeling, role-playing, and positive-reinforcement. The other half were assigned to covert training, where they participated in the same procedures imaginally. There were four treatment conditions: vivid/overt, vivid/covert, weak/overt, weak/covert.

The research utilized a pretest/posttest group design. Pre- and postassessment included both a behavioral component and a self-report component. For the behavioral assessment each subject interacted with a trained confederate in both a refusal and an initiation situation. Interactions were videotaped and rated by trained judges. Self-assessment was based on the Gambrill-Richy Assertion Inventory.

A two-way analysis of covariance, using the pretests as covariates, was applied to the data. Results indicated that imagery vividness failed to have a significant effect on outcome; however, covert training was found to be significantly superior to overt training on six of eight dependent variables, reflecting both behavioral measures and self-report measures.

It was concluded that covert techniques are as effective or more effective than overt techniques in the learning of communication skills and that weak imagers are as able as vivid to benefit from the covert, imagery-based techniques. There were indications that covert training, however, was probably less enjoyable than overt.

An implication of this study is the use of a mixed overt/covert training protocol. Furthermore, weak visual imagers should not be screened from participation in imagery-based procedures.

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